



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

SOCIOLOGY IN SOME OF ITS EDUCATIONAL ASPECTS¹

V. V. BRANFORD, ESQ.

Secretary of the Sociological Society, London

The establishment of sociological studies, especially in France, Italy, and America, was one of the outstanding culture advances of the last two or three decades of the nineteenth century. As part of this general movement toward a science of social phenomena may be counted the formation of the Sociological Society in Great Britain, in 1903. This country, as J. S. Mill pointed out, is habitually late in perception of, and response to, general movements of thought. Sociologically considered, British leadership, long maintained in economic teaching and investigation, has been the undesigned cultural reflex of the contemporary industrial evolution. British emphasis of economic science embodies and expresses the speculative and educational aspects of the industrial revolution. National development of coal fields and iron fields has of necessity its corresponding points of view and modes of thought in university, school, and press. Hence the belief, widespread both in popular and scientific circles, that economic science may be made to cover the whole social field with an elastic reservation for ethics and religion. This restriction of sociological science has seldom been explicit, but it has to a considerable extent limited the teaching of sociology. Against this national tendency to narrow the sociological field, protests and counter-movements have ceaselessly gone on. Chief among advocates and exponents of the larger sociological interests have been, in science, Spencer; and in literature and journalism, Ruskin. But in respect of corresponding movements in education only two instances can be noted here, as main sources of impulse toward the formation of the Sociological Society. Needless to say both are extra-academic initiatives. In Edinburgh a broad conception of social science, as

¹ Written for the forthcoming *Encyclopædia of Education*.

having not only the dominant economic approach, but many correlative ones, survives from the time of David Hume and Adam Smith, Ferguson and Miller, Robertson and Kames. Continuing this, and also the Scottish tradition of intercourse with continental thought, Professor Geddes began in Edinburgh, about 1880, sociological teaching, which has since grown into an extra-mural school of sociology. Its record of publication is not considerable, but its efforts have been rather directed to a combination of speculative and practical work, sociological observation and research being considered as theoretical activities, which have been given their full cultural value only when conjoined with practical efforts toward social progress, either urban or rural. Hence the usefulness and productivity of this school, in the direction of education and hygiene, housing and art; in a word, by civic rather than literary activities. Its aim in science, and its policy in education, are alike summed up in Professor Geddes' phrase "social survey for social service." This is well seen in its characteristic achievement on the educational side—the "Outlook Tower," a sociological station described by Professor Zueblin as "The World's First Sociological Laboratory," in the *American Journal of Sociology*, March, 1899. Some of the main ideas inspiring the origin and designing of the Outlook Tower are:

1. Sociology, like all other sciences, must be based on factual observations, methodically made, systematically arranged, and generalized by the aid of verifiable hypotheses.

2. The student's observations may best begin with field investigation of the facts of his own region; and for this he must utilize the resources of the preliminary sciences, commencing with those of geography, passing on through the physical and the biological sciences, and finally calling in the aid of the several social specialisms, economic and other. From this "regional survey" of his immediate environment the student passes on to a comparative study of his own and other regional units, of city and province, nation and empire, language and civilization, till the expanding area of observation and study covers the globe.

3. Observation of contemporary social phenomena soon leads

to the recognition of changes especially when based on the comparative study of region by region. To interpret these current events, the resources of historical specialisms and the general history of civilization have alike to be utilized; contemporary social phenomena being largely survivals and recapitulations of past historical developments. But while preliminary studies in geography begin with a survey of a particular region, and ascend to a general view of the world-theater of mankind, the corresponding historical preparation of the sociologist essentially proceeds in the reverse order, the student using the general history of mankind to interpret the particular history of his own region. Its industry and art, its politics and religion, its education and custom, being thus viewed as parts of a general evolutionary process, the possibilities of its modification by conscious human endeavor next present themselves to the student, who thus passes by a natural transition from pure to applied sociology, from science to art, from social survey to social service. From this point of view, every individual type, every social institution, industrial and political, educational and religious, is seen as an empirical racial experiment toward a certain social ideal, though this may be but obscurely known to the participating individuals. Given, however, such evolutionary ideals, the transition from empirical to rational (i. e., scientific) experiment in social evolution is inevitable. The history of every branch of science shows, at a certain stage of its development, the emergence, not only of observational, but of experimental institutes; in fact, laboratories, in which the conditions of rational experiment are thought out and organized. It is thus the practical endeavor of the Outlook Tower to work toward the beginnings of such departures in sociological science, upon civic and even wider levels.²

The London movement has a different origin, developing out of the unique environment of the metropolis. Of all cities, London exhibits the wealthiest and most luxurious aggregation of the leisure class and at the same time herds within itself what is probably the vastest mass of poverty, disease, lunacy, vice, and crime ever accumulated on a like area. The social problems thus

² Geddes, *City Development* (Edinburgh, 1904).

presented to an enlightened philanthropy evoked the charity-organization movement, with its manifold ramifications of district committees, and local visitors and helpers. Primarily for the sociological instruction of these, but also for utilizing the sources of social observation thus opened up, Professor C. S. Loch inaugurated lectures, teaching, and research work, which have grown into an organized "School of Sociology and Social Economics." This, under the guidance of Mr. E. J. Urwick, has specialized in aim, on problems of poverty and, in method, on field observation and tutorial instruction; but at the same time the school is organized for imparting a sociological training to all who are concerned with civic problems, whether in a purely administrative way or on the side of scientific observation, philanthropic work, religious and educative effort, or political endeavor.

Coincidentally with the formation of the Sociological Society, a beginning was made of specifically sociological teaching inside the universities. To inaugurate this, a fund was placed at the disposal of the London University by Mr. J. Martin White, one of the founders of the Sociological Society. To superintend the experiment, a Sociological Committee of the Senate has been formed, whose deliberations are assisted by representatives of several extra-mural sociological interests. Under the scheme thus set on foot, lectures are being given, and postgraduate research is being carried on, so that a strong university school of sociology promises to result. The courses already given include "Civics" by Professor Geddes, "Anthropology" by Dr. Haddon, "Social Institutions" by Dr. Westermarck, and "Comparative Ethics" by Mr. L. T. Hobhouse—this last being part of the work of the Sociological Society. Following on this initiative, there has been inaugurated a further development of sociological investigation by the donation of funds to the University of London, by Mr. Francis Galton, for the establishment of a Research Fellowship in National Eugenics. Mr. Galton's long-continued researches toward the establishment of eugenics—in literal English, good breeding—as a branch of applied science, were resumed in a paper he read to the Sociological Society during its first session now published in the society's *Sociological Papers*, Vol. I

(Macmillan, 1905). The first president of the society was Mr. James Bryce; and among those who have already contributed papers to the society, or taken part in its discussions, are, in addition to Mr. Galton, Mr. Bateson, Mr. Charles Booth, Professor Bosanquet, Dr. J. H. Bridges, Dr. Beattie Crozier, Professor Durkheim, Professor Geddes, Professor Höffding, Mr. L. T. Hobhouse, Mr. J. A. Hobson, Mr. T. C. Horsfall, Dr. E. Hutchinson, Mr. Benjamin Kidd, Professor Loria, Dr. Maudsley, Dr. Mercier, Professor Muirhead, Mr. J. M. Robertson, Professor Karl Pearson, Professor Sadler, Mr. Bernard Shaw, Professor Sorley, Mr. H. G. Wells and Dr. Westermarck. It will be obvious, from the representative character of these names, that the society seeks to focus on the social problems, knowledge derived from every possible source. In other words, it is the aim of the society, not to advocate a policy, but to accumulate, organize, and integrate, sociological knowledge.³

³ Information about the society may be obtained on application to the secretary, 5 Old Queen Street, Westminster.